Annual Goals for Tier I and Tier II Schools for Accountability

Instructions:

1) Based on the baseline student data for ISTEP+ and/or end-of-course assessments, develop:

    o   One English/language arts goal for "all students."

    o   One mathematics goal for "all students."

    o   For examples of goals, see guidance document, H-25, p. 41.

3) Schools serving students in grade 12 must also include a goal related to graduation.

4) Include goals for the three-year duration of the grant.

Note: Goals must be measureable and aggressive, yet attainable.

SY 2010-2011 Baseline Data E/LA and Math (most recent available data that corresponds to the proposed goals)	Annual Goals		
	SY 2011-2012	SY 2012-2013	SY 2013-2014
Example: 50% of all students are proficient on ISTEP+ mathematics	*75% of all students are proficient on ISTEP+ mathematics*	*85% of all students are proficient on ISTEP+ mathematics*	*95% of all students are proficient on ISTEP+ mathematics*
E/LA 19%	*50% of all students are proficient on ISTEP+ mathematics*	*70% of all students are proficient on ISTEP+ mathematics*	*90% of all students are proficient on ISTEP+ mathematics*
Math 14%	*50% of all students are proficient on ISTEP+ mathematics*	*70% of all students are proficient on ISTEP+ mathematics*	*90% of all students are proficient on ISTEP+ mathematics*

SY 2010-2011 Baseline Data	Graduation Rate Goals		
Graduation Rate	SY 2011-2012	SY 2012-2013	SY 2013-2014
??	**75%**	**85%**	**95%**

Implementation of Transformation Model

➢ *Instructions:*

1) Using the tables provided, develop a detailed timeline <u>for each element</u> of the selected model listed in the first column. In the second column include the steps or tasks the district will complete to fulfill the requirements of the element. Also, list the lead person and when the task will occur (names of months are sufficient).

2) For how the descriptions will be scored, see the attached Transformation Intervention Model scoring rubric.

Transformation Model   (Guidance Document, Section E, pages 36-41)

Elements	Tasks	Lead Person/ Position	Time Period (month)
1. *Replace the principal who led the school prior to implementing the model.*	Posted the position with detailed job description internally, with IDOE, and in *Education Week* for a ~~one~~-week period. Develop screening committee of stakeholders and screen all applicants for interview with assistance from AHSI. Develop interview committee of stakeholders and conduct interviews with protocols reviewed by AHSI and IDOE. Interview committee recommends final candidates for interview by superintendent. Superintendent recommends principal to Board of School Trustees	Nye/Director of Human Resources Wilson/ Dpty. Supt.	July 2010

2. *Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement.*	Teacher re-hires will be determined by the State-approved performance evaluation criteria. Under-performing teachers will be given additional PD, if progress is not made teacher can be terminated or transferred. High-performing teachers will be eligible for monetary incentives based on the following criteria:
	
	State Teacher Performance Evaluation (30%)
	    - Reviewed by principal.
	    - Reviewed quarterly.
	    - The state rubric will be used (training will be needed by the IDOE)
	
	Student Performance (15% split or 20%/10%)
	    - Based on Scantron (LA), Acuity (Math), Essay writing and evaluation created by staff English teachers and ECA
	    - Performance evaluated based on growth/progress/improvement
	
	Peer Review (20%)
	    - Based on implementations of feedback from the peer review process, 3 times per quarter.
	    - Reflection, teacher share, learning new strategies.
	
	Teacher Attendance (20%)
	    - NOT based on personal days, professional leave, or 4 sick/family illness days
	    - Participation in staff meetings and task-force committees taken into account (?)
	
	The incentive will be paid based on the percentage earned cumulatively in the above categories. For example if a teacher earns 80% for a total sum of the above categories, they would receive 80% of the incentive. Teachers receiving less than 80% will be assigned PD to improve in their areas of
		Azar/Principal	August 2011

	weakness. If a teacher receives an evaluation of 50% or less, they will not receive any incentive pay. If improvement is not made the teacher will be up for termination or relocation at the end of the school year. The incentive amount is $????.		
3. *Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not.*	**ECA:** everyone's incentive is to have 100% passing rate, but it is understood that 100% is a high number. The goal is to have 90% testing attendance and 90% of students to increase their scores a percentage from their last ECA scores. Based on the goals faculty and staff will get incentives. If we reach 90% attendance for testers, everyone gets $500(?) bonus. If we meet the goal of 90% of testers increasing their scores, staff will receive an additional $250 (?) bonus, teachers (excluding 3 English and 3 Math teachers) will receive $500 (?), and core ECA teachers (3 English and 3 Math) will receive a $1000 (?) bonus.	Azar/Principal	April 2011

Elements	Tasks	Lead Person/ Position	Time Period (month)
4. *Provide high quality, job-embedded professional development.*	- Provide a fund ($2000/school year) for each individual teacher to use for professional development opportunities (conferences, trainings, graduate work) throughout the year - Develop a system of peer review and support within the school day - Encourage and foster holistic growth among staff	Azar/Principal	August 2011

5. *Implement strategies to recruit,*	**-** Instate high standards for hiring (school/ department	Azar/Principal	August 2010

	created job descriptions; internal panel review of candidates) - Try to maintain a staff with balanced strengths and weaknesses - Attempt recruiting minority teachers - Provide monetary incentives for high-performing teachers who exceed various components of the evaluation process - Provide a fund for each individual teacher to use for professional development opportunities (conferences, trainings, graduate work) throughout the year $2000 budget with a growth plan - Plan staff events (retreats, banquets, outings) for staff throughout the year		

place, retain staff (financial incentives, promotion, career growth, flexible work time).

6. *Provide increased learning time for students and staff.*	Add 30 minutes of instructional time daily to schedule Add 5 days of instructional time to the school year	Azar/Principal	August 2010

7. *Use data to implement an aligned instructional program.*	Preliminary data analysis of all enrolled students to determine placements and initial schedule. We will also use Performance Series Scantron testing to evaluate students Reading ability 3 times a year. This	SAS Team	August 2011

	will also help us determine the need for Read 180 as well as areas of weakness to work on in each individual class. Based on ECA data, we will also tailor each class to the overall needs of our students. We are looking to use the Hoosier Writing Project to standardize our writing expectations across the building as this has been an area of weakness for our students. Staff will also be trained in how to incorporate rigor and relevance into project/performance based instruction. The addition of Curriculum Coaches in the areas of Numeracy and Literacy. These individuals will help teachers and staff analyzes the data and aid in incorporating this information into daily instruction as well as in the Success classes listed above.		

Elements	Tasks	Lead Person/ Position	Time Period (month)
8. *Promote the use of data to inform and differentiate instruction.*	We will use the results from the ECA Algebra I and English 10. Based on this data students will be places in an appropriate Success class for Math and English based on the 8 Step model. Every student will be enrolled in 30 minutes of Success for Math and 30 minutes of Success for English the first hour of the school day. Students will be reassessed at the end of three weeks to determine if they have mastered the standards. From this data students will be placed in a different section of Success depending on their area of weakness. The addition of the position title Data/Attendance Manager. This individual will look at and analyze data to be used by the staff to help inform targeted strategies for individual students. The addition of Curriculum Coaches in the areas of Numeracy and Literacy. These individuals will help teachers and staff analyzes the data and aid in incorporating this information into daily instruction as well as in the Success classes listed above.	SAS Team	August 2011

Elements	Tasks	Lead Person/ Position	Time Period (month)
9. *Provide mechanisms for family and community engagement.*	Work with community partners to develop monthly workshops/activities for students and families. • Arc Angels, a community support group will provide support and mentoring to students at RUA.	Azar/Principal	August 2011

	• Bridges out of Poverty of St. Joseph County will offer parent, staff and student training in overcoming barriers to education for families experiencing generational poverty. This is based on research and writings of Ruby Payne. The Program is called Getting Ahead. • Robinson Community Learning Center will provide us with an instructor to teach one section of a Career Information and Exploration focused on entrepreneurship. There will also be opportunities for students and families to participate at this community center throughout the year. • YMCA will provide opportunities for our sports teams to engage with other small school sin the community. Also, they will provide an instructor to work after school in the building teaching students on the Dame Ramsey model of personnel finance for teenagers. • IVY Tech will provide a professor on loan to teach a college course in the building helping students get acclimated to the rigor and expectations of a post secondary institution. We will also be sending several students to IVY Tech to take various courses on campus. The addition of the position titles Community Liaison/Future Focus. This person will engage the community in the school as well as provide opportunities for families and students to engage with the community.		
10. Give the school sufficient	Work with the external collaborator and school staff to	Azar/Principal	August 2010

operational flexibility (staffing, calendars/time, budgeting).	determine an appropriate calendar and schedule to meet student needs for success. Discuss with district staff and the bargaining unit to facilitate necessary changes. Work with the external collaborator to provide a staffing model to implement an alternative school structure that will meet the needs of South Bend students. Discuss with district staff and the bargaining unit to facilitate appropriate staffing. Work with external community providers to develop support systems for students and families aligned with school vision and goals. Assistant principal will be hired to assist in instructional leadership and to provide operational support. A full-time social worker will also be hired to coordinate student and family support. This will allow the principal to focus on classroom instruction, tracking student progress, and staff evaluation.	Dr. Wilson/Dpty Suppt.	February 2011

11. *LEA and, SEA supports school with ongoing, intensive technical assistance and support.*	Bi-weekly meetings with central office staff to review needs and progress	District	August 2011
	Monthly visits by IDOE representatives to review needs and progress	IDOE	August 2010
	Meeting monthly with a critical friend recommended by IDOE.	Sweeney	August 2011

Pre-Implementation

Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.

Action:

Check Your Work – *Additional Requirements for All Models*

Requirement	Yes	No
1. *All* the elements of the selected intervention model are included.		
2. The descriptions of how *all* of the elements will be or have been implemented are specific, logical and comprehensive.		
3. The timeline demonstrates that *all* of the model's elements will be implemented during the 2010-2011 school year.		

Transformation Intervention Scoring Rubric

Required Element	Possible Tasks: Score 3 Exceptional	Possible Tasks: Score 2 Adequate	Possible Tasks: Score 1 Inadequate	Score
1. Replace the principal who led the school prior to implementing the model.	o Principal is replaced with one that has evidence of a proven track record	o Principal is replaced with one without evidence of a proven track record	o Principal is replaced with one having an ineffective track record	
2. Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement	o Evaluation systems for principal and teachers includes multiple assessments aligned to student academic growth	o Evaluation systems for principal and teachers includes a single assessment aligned to student academic growth	o Evaluation systems for principal and teachers does not include an assessment aligned to student academic growth	
	o Evaluation systems are developed with teachers' *and* principal involvement	o Evaluation systems are developed with teachers' *or* principals involvement	o Evaluation system development does *not include involvement* of principal or teachers	
3. Reward school leaders, teachers and staff who, in implementing the model, increase student achievement or high school graduation rates; remove those who,	o Rewards for school leaders, teachers and staff implementing this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation rates.	o Rewards for school leaders, teachers and staff implementing this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation rates.	o Rewards for school leaders, teachers and staff implementing this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation rates.	

after professional development, have not.	o The awards correspond to *effective practices* of retaining teachers such as improving working conditions, increasing financial compensation, and/or providing job promotions as identified by staff through a survey or needs assessment	o The awards correspond to *effective practices* of retaining teachers such as improving working conditions, increasing financial compensation, and/or providing job promotions	o Awards *not described or do not correspond to effective practices* of retaining teachers and thus are unlikely motivators	
	o Provides a comprehensive, *effective, and logical* process for assisting teachers (e.g., providing additional professional, mentoring) who are not improving student learning or graduation rates; plan must provide an implementation timeline and pathways for improvement or release	o Provides description of *effective and logical* process for assisting teachers (e.g., providing additional professional, mentoring) who are not improving student learning or graduation rates	o Description for assisting teachers who are not improving student learning or graduation rates is *not given, not detailed, or not likely to change teachers' practices*	
4. Provide high-quality, job embedded professional development	o *Topics* of professional development are *determined by SIG goals, needs assessments, and other data points; professional development is differentiated by teacher need*	o *Topics* of professional development are *connected to the SIG goals, needs assessments, and other data points; not differentiated by teacher need*	o Topics of professional development are *disparate; do not align to SIG goals, needs assessments or other data points; established by the LEA; not differentiated by teacher need*	
	o Professional development is conducted *weekly through job- embedded opportunities at the school*	o Professional development is conducted *monthly through job-embedded opportunities at the school*	o Professional development is *rarely* provided at the school; *usually occurs as a whole district*	

	o Professional development includes vertical and horizontal collaboration, coaching and mentoring, data analysis, and determining appropriate curriculum and instruction	o Professional development often includes vertical collaboration; may include coaching and mentoring, data analysis, or determining appropriate curriculum and instruction	o Focus of professional development is *not related to teacher collaboration, coaching and mentoring, data analysis or curriculum and instruction*	
5. Implement strategies to recruit, place, and retain staff	o Recruitment and retention of staff includes at least three *strategies known to be effective,* such as improving working conditions, providing higher salaries, and offering job promotions	o Recruitment and retention of staff includes at least two *strategies known to be effective,* such as improving working conditions, providing higher salaries, and/or offering job promotions	o Strategies for recruitment and retention *do not correspond with strategies known to be effective*	
	o *Mentors and/or coaches are provided* for all staff	o *Mentors and/or coaches are provided* for identified groups of teachers, such as newer teachers or those changing grade levels	o Mentors nor coaches are included	
6. Provide increased learning time for students and staff	o Provides increased, intentional learning time driven by student data indicated for *all* students and staff	o Provides increased learning time for *all* students and staff	o Does not provide increased learning time for all students and staff	
	o Time is of *extensive length (at least 300 hours)* to potentially increase learning	o Time is of *sufficient length (at least 180 hours)* to potentially increase learning	o Time is *not of sufficient length (90 hours or less)* to create change	
7. Use data to implement an aligned	o LEA *provides multiple assessments and data points*	o LEA provides some *assessments and data* with minimal	o LEA *provides minimal* assessments with no data; technology is not	

instructional program	*through technology-based resources* for the school to align its instructional program	technology for the school to align its instructional program	used	
	o LEA provides *intensive and ongoing* professional development in conducting and using assessment results to inform instructional decision making throughout the year	o LEA provides professional development in conducting and using assessment results to inform instruction throughout the year	o *LEA rarely provides* professional development for teachers to increase skills in conducting assessments and using results to inform instruction	
8. Promote the use of data to inform and differentiate instruction	o Provides *frequent structured time* (e.g., weekly) for teachers to collaborate and analyze student data and make instructional decisions	o Provide *regular time* (e.g., monthly) for teachers to collaborate and analyze student data and make instructional decisions	o *Rarely* provides time for teachers to collaborate and analyze student data and make instructional decisions	
	o Provides *extended, job-embedded professional development* that includes observation and coaching to increase knowledge of differentiated instruction	o Provides *job-embedded professional development* to increase knowledge of differentiated instruction	o Provides professional development that occurs *outside of the classroom* and does *not focus on* live student data or on improving differentiated instruction	
9. Provide mechanism for family and community engagement	o LEA conducts a comprehensive, community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of	o LEA conducts a basic, community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community that could be aligned, integrated, and	o LEA did not conduct a community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community that could be aligned, integrated, and coordinated to address these	

	the resources in the community that could be aligned, integrated, and coordinated to address these challenges.	coordinated to address these challenges.	challenges.
10. Give school sufficient operational flexibility	o LEA provides a comprehensive documents or plan that indicates areas that will grant *significant* operational decisions to the school	o LEA provides a document or plan that indicates areas that will grant *minor* operational decisions to the school	o LEA *does not provide a document or plan that indicates* authority will be granted to the school to make operational decisions; or the decisions allowed are *not of significance*.
11. LEA, SEA, or designated external partner(s) assist the school with ongoing technical assistance and support	o *Multiple* supports detailed; occur *throughout the year*	o *Some* supports detailed; occur *throughout the year*	o *No* supports are described; support appears *sporadic*
	o Multiple support for *both* teachers and principals are in place	o Some supports for *both* teachers and principals are in place	o Support *for both* teachers and principals are not in place or transparent
	o Provided by external, *experienced leaders* in change and in the school model	o Provided by *external leaders* in change with knowledge of the identified school model	o Provided by district staff or others *without proven track records* in school change or the model

Total Score_____/66

LEA Budget/Capacity to Implement the Intervention Model

> ➤ *Instructions:* Consider each topic under the column "Capacity Task" and determine if the district has or will have the ability to complete this task. Select "yes" or "no." List the evidence available and attach to the application for each task. (Scoring rubric is below).

Capacity Task	Yes	No	District Evidence
1. The budget includes attention to each element of the selected intervention. *All models*	X		**The budget has been written and revised with the support of the IDOE and various recommendations from evaluations. Please see attached budget proposal.**

Capacity Task	Yes	No	District Evidence
2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years. *All models*	X		**The budget was more than sufficient in the first year but in year two, it may prove to be a challenge due to the fund allocation to the turnaround partner versus the suggestions made by Cambridge. See attached budget request.**

Capacity Task	Yes	No	District Evidence
3. Projected budgets meet the requirements of reasonable, allocable, and allowable. *All models*	X		**With the experiences and knowledge gained from year one, we believe all funds sent from this point on will meet and exceed all requirements.** **Memorandum of Agreement with IDOE**

Capacity Task	Yes	No	District Evidence
4. The budget is planned at a minimum of $50,000 and does not exceed two million per year per school. *All models*	X		**We will meet this requirement. Please see attached budget request.**

Capacity Task	Yes	No	District Evidence
5. The district has the resources to serve the number of Tier I and II schools that are indicated. *All models*	X		**Rise Up Academy is the only school in the district receiving these types of funds. Please see district budget.**

Capacity Task	Yes	No	District Evidence
6. A clear alignment exists between the goals and interventions model and the funding request (budget). *All models* • Funding requests for identified interventions are proportionately balanced and demonstrate an equitable distribution as identified in the SIG application • Funding should directly impact the schools improvement processes for supporting prescriptive and intentional designed interventions • Funding of programs, models, professional development, and staff should be directly linked to a School Improvement Goal identified in the SIG application • Funding supports the schools current capacity to improve student achievement	X		**All funds have been aligned with the grant elements as well as the recommendations made by Cambridge as they did the external evaluation of the use of the SIG funds. (please find report attached)** **Memorandum of Agreement with IDOE**

Capacity	Yes	No	District Evidence
7. The LEA and school staff has the credentials and a demonstrated track record to implement the selected model. *All models* • *Data portfolios of incoming staff/leaders* • *Highly Qualified in content of contractual agreement* • *Samples of implemented school improvement plans with documented outcomes using data*	X		**All staff are highly qualified in their areas. This being our first year of implementation and a young staff, there isn't much prior tracking information. However, there is current information available from this year. We have data in Math and English from Performance Series Testing as well as ECA data.** **Staff licenses** **Staff resumes** **Application materials**

Capacity	Yes	No	District Evidence
8. The district has received the support of the staff to fully implement the intervention model. *All models* • *Staff Assurances* • *Staff Surveys* • *Staff Needs Assessments*	X		**The staff all agreed to strict expectations as indicated in the job description. (see attached) Also, the Cambridge report reflects on the staffs' dedication.**

Capacity	Yes	No	District Evidence
9. The district has received the support of parents to fully implement the intervention model. *All models* • *Parent Meeting Agendas* • *Parent Surveys* • *Parent Focus Groups*	X		**We have had a parent meeting each quarter and received great support. (see attached agendas) Report written by IDOE and Cambridge show support from parents.**

Capacity Task	Yes	No	District Evidence
10. The school board is fully committed to eliminating barriers to allow for the full implementation of the selected model. *All models* • *School Board Assurances* • *School Board Meeting Minutes from proposal and or discussion* • *Support the creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools*	X		**The school is fully funded by the district with regards to personnel and facilities. We presented at several school board meetings with updates.** **Letter of support (see attached)**
11. The superintendent is fully committed to eliminating barriers to allow for the full implementation of the selected model. *All models* • *Superintendent Assurance* • *School Board Meeting Minutes from proposal and or discussion* • *Superintendent SIG Presentation* • *Creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools*	X		**We now have an interim superintendent and will need to have some meetings to update her on Rise Up Academy's progress to gain her support.** **Letter of support forthcoming**

Capacity Task	Yes	No	District Evidence
12. The teacher's union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day. *Turnaround, Transformation Models* • *Teacher Union Assurance* • *An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model*	X		**At the beginning of the school year, we were afforded the opportunity to hire from a pool of candidates rather then having corporation employees placed with us.** **Board policy** **Human Resources Office**

Capacity Task	Yes	No	District Evidence
13. The district has the ability to recruit new principals. *Turnaround, Transformation Models* • *Partnerships with outside educational organizations (TFA, New Teachers for New Leaders) and or universities* • *Statewide and national postings* • *External networking*	X		**The position was posted nationwide.** **Human Resources Office**

Capacity Task	Yes	No	District Evidence
14. The district has a robust process in place to select the principal and staff. *Turnaround, Transformation Models* • *Principal and staff hiring practices* • *Principal and staff transfer policies/procedures* • *principal and staff recruitment, placement and retention procedures*	**X**		**The district, with the support of the teacher union, has allowed for the school to search outside of the corporation and state to identify appropriate candidates. A detailed job description has also aided in this process (please see attached)** **Human Resources Office**

Capacity Task	Yes	No	District Evidence
15. The timeline is detailed and realistic, demonstrating the district's ability to fully implement the intervention during the 2011-2012 school year. *All models* • *Monthly focus with identified objectives* • *Smart Goals* • *Measurable Outcomes (consisting of transformative, formative, and summative data)* • *Streamline and scaffolded focus aligned to key findings and root causes in SIG application*	**X**		**This will be accomplished with the addition of an external partner who will work closely with the administration for the 2011-2012 school year.**

Capacity Task	Yes	No	District Evidence
16. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model. *Turnaround, Transformation, Restart Models* • *Professional Development sign in sheets aligned to SIG funded PD* • *Support framework of district staff aligned to areas of need as identified in the SIG application (Staff member, area of expertise, support provided to the school, frequency)*	X		**We have had numerous PD sessions with the turnaround partner and can provide sign in sheets. We will be working with a new turnaround partner for 2011-2012 (contract attached). Also, now with the addition of 8 Step, more training on numeracy, literacy, and use of data will be provided.** **Staff credentials**
17. The school community has been purposefully engaged multiple times to inform them of progress and seek their input. *All models* • *Town Hall Meetings* • *Town Hall Meeting Postings (news paper, district website, parent newsletters, public flyers)* • *Town Hall sign in sheets* • *Community Partner Assurances* • *Documentation of mailings*	X		**We recently had a Community Hearing on June 23 with Dr. Bennett. Also, we have had meetings with various groups in the community individually.**

Capacity Task	Yes	No	District Evidence
18. The district demonstrates the ability to align federal, state, and local funding sources with grant activities. *All models* • *Title I* • *Title II* • *Title III* • *IDEA* • *E-Rate* • *TAP*	X		**We have the use of various funds. We use the Alternative grant funds for various need in the building as well as a food pantry grant that supplies the entire school with food each week.**

Capacity Task	Yes	No	District Evidence
19. The district demonstrates the ability and commitment to increased instructional time. *Turnaround, Transformation Models* • *Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar* • *Increased learning time for students is tiered and supported by licensed and/or highly qualified educators* • *A needs assessment has been completed to identify areas where extended time can be most effectively used* • *Increased learning time is structured as a vehicle to support differentiated learning (ex:…)*	X		**We have increased our school day by 30 minutes a day. We have also increased our school year by 5 days. Our class periods also meet longer then in the traditional school because we have 4 classes and the others have 6.**

o *An additional block of time embedded into the school day* o *Summer enrichment/remediation* o *Saturday intervention* o *Before or after school enrichment/remediation* o *School vacation weeks* • *Compensation for extended day is identified by the LEA*			

LEA Budget/Capacity Scoring Rubric

Capacity Task	Yes	No	IDOE Comments
1. The budget includes attention to each element of the selected intervention. *All models*			

Capacity Task	Yes	No	IDOE Comments
2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years. *All models*			

3. Projected budgets meet the requirements of reasonable, allocable, and allowable. *All models*		

4. The budget is planned at a minimum of $50,000 and does not exceed two million per year per school. *All models*		

5. The district has the resources to serve the number of Tier I, II, and III schools that are indicated. *All models*		

6. A clear alignment exists between the goals and interventions model and the funding request (budget). *All models* - Funding requests for identified interventions are proportionately balanced and demonstrate an equitable distribution as identified in the SIG application - Funding should directly impact the schools improvement processes for supporting prescriptive and intentional designed interventions - Funding of programs, models, professional development, and staff should be directly linked to a School Improvement Goal identified in the SIG application		

• Funding supports the schools current capacity to improve student achievement		

7. The LEA and school staff has the credentials and a demonstrated track record to implement the selected model. *All models* • *Data portfolios of incoming staff/leaders* • *Highly Qualified in content of contractual agreement* • *Samples of implemented school improvement plans with documented outcomes using data*		

8. The district has received the support of the staff to fully implement the intervention model. *All models* • *Staff Assurances* • *Staff Surveys* • *Staff Needs Assessments*		

9. The district has received the support of parents to fully implement the intervention model. *All models* • *Parent Meeting Agendas* • *Parent Surveys*		

• *Parent Focus Groups*			

10. The school board is fully committed to eliminating barriers to allow for the full implementation of the selected model.
 	
All models
 	
   • *School Board Assurances*
   • *School Board Meeting Minutes from proposal and or discussion*
   • *Support the creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools*			

11. The superintendent is fully committed to eliminating barriers to allow for the full implementation of the selected model.
 	
All models
 	
   • *Superintendent Assurance*
   • *School Board Meeting Minutes from proposal and or discussion*
   • *Superintendent SIG Presentation*
   • *Creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools*			

12. The teacher's union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day. *Turnaround, Transformation Models* • *Teacher Union Assurance* • *An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model*			

13. The district has the ability to recruit new principals. *Turnaround, Transformation Models* • *Partnerships with outside educational organizations (TFA, New Teachers for New Leaders) and or universities* • *Statewide and national postings* • *External networking*			
14. The district has a robust process in place to select the principal and staff. *Turnaround, Transformation Models* • *Principal and staff hiring practices* • *Principal and staff transfer*			

policies/procedures • *principal and staff recruitment, placement and retention procedures*		

15. The timeline is detailed and realistic, demonstrating the district's ability to fully implement the intervention during the 2011-2012 school year. *All models* • *Monthly focus with identified objectives* • *Smart Goals* • *Measurable Outcomes (consisting of transformative, formative, and summative data)* • *Streamline and scaffolded focus aligned to key findings and root causes in SIG application*		

16. District staff has high levels of expertise and		

successful experience in researching, and implementing the selected intervention model. *Turnaround, Transformation, Restart Models* • *Professional Development sign in sheets aligned to SIG funded PD* • *Support framework of district staff aligned to areas of need as identified in the SIG application (Staff member, area of expertise, support provided to the school, frequency)*		

17. The school community has been purposefully engaged multiple times to inform them of progress and seek their input. *All models* • *Town Hall Meetings* • *Town Hall Meeting Postings (news paper, district website, parent newsletters, public flyers)* • *Town Hall sign in sheets* • *Community Partner Assurances* • *Documentation of mailings*		

18. The district demonstrates the ability to align federal, state, and local funding sources with grant activities. *All models* • *Title I*		

• *Title II* • *Title III* • *IDEA* • *E-Rate* • *TAP*			

19. The district demonstrates the ability and commitment to increased instructional time.
 	
Turnaround, Transformation Models
   • *Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar*
   • *Increased learning time for students is tiered and supported by licensed and/or highly qualified educators*
   • *A needs assessment has been completed to identify areas where extended time can be most effectively used*
   • *Increased learning time is structured as a vehicle to support differentiated learning (ex:…)*
        ○ *An additional block of time embedded into the school day*
        ○ *Summer enrichment/remediation*			

o *Saturday intervention* o *Before or after school enrichment/remediation* o *School vacation weeks* • *Compensation for extended day is identified by the LEA*		

LEA Commitments (Actions) for All School Intervention/Improvement Models

➢ *Instructions:*

1) There are five required LEA commitments or actions that districts have already taken or *plan to take in school year 2011-2012.*

2) In the second column, provide a short description of how the commitment was completed or the district's plan to complete it.

3) For how the descriptions of commitments will be scored, see the attached scoring rubric.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
1. Design and implement school intervention model consistent with federal application requirements. *The IDOE will assess the LEA's commitment to design and implement an appropriate intervention model and school improvement activities by requiring the LEA to document a process that may include, but will not be limited to:* (a) Assessing the completed SIG School Needs Assessment to identify the greatest needs; (b) Assessing the LEA and school's capacity (staff, resources, etc.) to implement specific interventions and school improvement activities; (c) Assessing the alignment of the LEA and school improvement processes for supporting the designed interventions; (d) Assessing other resources that will support the design and implementation efforts of selected interventions; (e) Assessing the engagement of stakeholders	Results from our Title 1 and Cambridge Evaluations both stated the lack of rigor in the classrooms and a high attendance rate. Interventions planned include hiring two instructional coaches; one each in the areas of numeracy and literacy. These coaches will collaborate with classroom teachers to evaluate, modify, and assess lessons to ensure rigor is present. Each coach will provide ongoing professional development to the staff to incorporate both numeracy and literacy into all subject areas. Each coach will collaborate with the data manager to direct instruction in areas of most need according to student data. A Data Analyst – Attendance Manager position will also be added to the staff. This position will oversee student's attendance. Duties include parent communications, home visits, and court representation. Other duties include the coordination of student data and share the numeracy and literacy data with teachers consistently throughout year. Duties will include maintaining accurate desegregated data for each student, meeting regularly with the numeracy and literacy instructional coaches to identify each student's strengths and weaknesses and adjust their Individual Learning Plans accordingly. All staff will participate in The Hoosier Writing Project. They will conduct PD focusing on the theory and practice of teaching writing across the curriculum. Various community stakeholders will be utilized to implement Rise Up Academy's rigor and attendance interventions. • Arc Angels, a community support group will provide support and mentoring to students at RUA. • Bridges Out of Poverty of St. Joseph County will offer parent, staff and student training in overcoming barriers to education for families experiencing generational poverty. This is based on research and writings of Ruby Payne. The program is called *Getting Ahead*. • Robinson Community Learning Center will provide us with an instructor to teach

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(staff, parents, community, etc.) to provide input into the design and implementation process;

(f) Assessing the scheduling of regular (at least biweekly) data meetings to identify school/ teacher/ student weaknesses and to adjust plans for supports to address those weaknesses;

(g) Assessing the communication with selected provider(s) to plan Professional Development and support based on assessed needs (at least biweekly),

(h) Maintaining accurate documentation of meetings and communications,

(i) Following and/or revising schedules, goals, and timeline as needed, and

(j) Submitting all data/forms to the IDOE and/or USDE in accordance to timeline.

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one section of a Career Information and Exploration focused on entrepreneurship. There will also be opportunities for students and families to participate at this community center throughout the year.
- YMCA will provide opportunities for our sports teams to engage with other small schools in the community. Also, they will provide an instructor to work after school in the building teaching students on the Dave Ramsey model of personnel finance for teenagers.
- IVY Tech will provide a professor on loan to teach a college course in the building helping students get acclimated to the rigor and expectations of a post secondary institution. We will also be sending several students to IVY Tech to take various courses on campus.

The addition of the position title Community Liaison/Future Focus. This person will engage the community in the school as well as provide opportunities for families and students to engage with the community. Consultant Shaunette Parker will mentor this position monthly to ensure internships and job shadowing within the community are developed and maintained as well as students receive curriculum based on college and career readiness.

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Indicators of LEA Commitment	Description of how this commitment was or will be completed
(2) The LEA has or will recruit, screen, selects and support appropriate external providers. *The IDOE will assess the LEA's commitment to recruit, screen, and select external providers by requiring the LEA to document a process for assessing external provider quality which may include, but will not be limited to:* (a) Identifying external providers based on	Using the results from the ECA Algebra I and English 10, we will implement the 8-step model at the start of the 2011-2012 school year. Every student will be enrolled in 30 minutes of Success for Math and 30 minutes of Success for English the first hour of the school day. Based on the ECA data, students will be placed in an appropriate Success class for Math and English based on the 8 Step model. Students will be reassessed at the end of three weeks to determine if they have mastered the standards. From this data students will be placed in a different section of Success depending on their area of weakness. The addition of the position title Data Analyst /Attendance Manager. This individual will look at and analyze data to be used by the staff to help implement targeted strategies for individual students. Performance Series Scantron test in the Language arts (3x per year), Acuity (2x per year), 8-step assessments (every three weeks), and ECA Algebra I and English 10 are data to desegregate and use consistently throughout the school year.

each school's SIG needs;

(b) Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based on each schools identified SIG needs;

(c) Selecting an external provider based upon the provider's commitment of timely and effective implementation and the ability to meet school needs;

(d) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;

(e) Assessing the regular (at least biweekly) communication with the selected service provider(s) to ensure that supports are taking place and are adjusted according to the school's identified needs,

(f) Assessing the utilization of multiple sources of data to evaluate the effectiveness of the supports provided (at least biweekly) and reporting the results to the IDOE.

(g) Assessing the monitoring of records for quality and frequency of supports provided by the selected service provider(s),

(h) Assessing the in-school presence (at least one day a week) to monitor the interactions of the school administration, faculty, and staff with the selected service provider(s) to ensure the full implementation of supports; and

(i) Assessing the recording and reporting of progress to school, LEA, IDOE, and USDE.

The addition of Instructional Coaches in the areas of Numeracy and Literacy will work closely with faculty and staff. These individuals will help teachers and staff analyze the data and aid in incorporating this information into daily instruction as well as in the Success classes listed above.

Dr. Kristi Sweeney of *Learning Worx* will be our turnaround partner and will serve in an administrative support capacity. She will help ensure the focus of the our instructional goals, the proper use of data, provide support for the leadership team and decision making, and will do research and provide feedback on various topics as well as to help develop and implement a Strategic Plan for Rise Up Academy. Dr. Sweeney will visit RUA three days a month to advise and monitor progress of administration, leadership team, instructional coaches, and data manager.

Dr. Erin Cressy of *Catalyst Lead* will conduct professional development directed at cultural proficiency. Included in the PD will be the student engagement initiative, teacher self awareness, social awareness for the staff and in general, a community partner for enhancing the learning opportunities for the students at Rise Up Academy.

Intervention and school improvement activity providers will be held to the same criteria as external providers.	

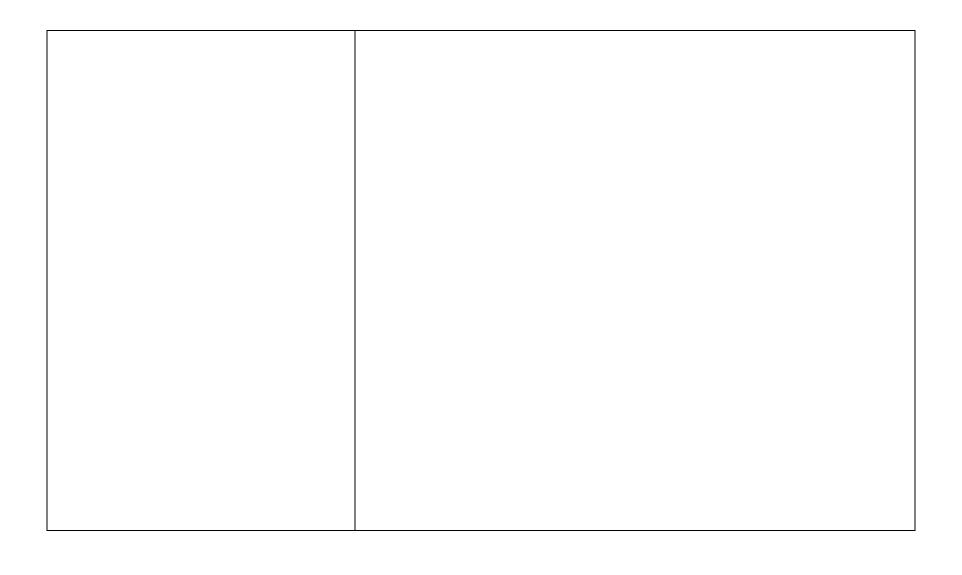| Indicators of LEA Commitment	Description of how this commitment was or will be completed
3. Align other resources with the school improvement model. (For examples of resources and how they might align, see Attachment C).	
The IDOE will assess the LEA's commitment to align other resources with the interventions by requiring the LEA to document a process which may include, but will not be limited to: (a) Identifying resources currently being utilized in an academic support capacity; (b) Identifying additional and/or potential resources that may be utilized in an academic support capacity; (c) Assessing the alignment of other federal, state, and local resources based on evidence-based effectiveness and impact with the design of interventions; (d) Assessing the alignment of other federal, state, and local resources with the goals and timeline of the grant (e.g., fiscal, personnel, time allotments/scheduling, curriculum, instruction, technology resources/equipment); (e) Conducting regularly scheduled reviews of the resource alignment to ensure all areas are operating fully and effectively to meet the intended outcomes or making adjustments as necessary; (f) Redirecting resources that are not being used to support the school improvement process; and	Resources currently being utilized in an academic support capacity are: • Performance Series Scantron test in the Language arts (3x per year), Acuity (3x per year), and Algebra I and English 10 are data to desegregate and use consistently throughout the school year. • Arc Angels, a community support group provides support and mentoring to students at Rise Up Academy. • Robinson Community Learning Center provides an instructor to teach one section of a Career Information and Exploration focused on entrepreneurship. Also there are opportunities for students and families to participate at this community center throughout the year. Additional external resources to be utilized during the 2011-2012 school are: • 8-step assessments will be utilized to create baseline data for each student and monitor their progress and enrichment. Every student will be enrolled in 30 minutes of Success for Math and 30 minutes of Success for English the first hour of the school day. • Bridges Out of Poverty of St. Joseph County will offer parent, staff and student training in overcoming barriers to education for families experiencing generational poverty. This is based on research and writings of Ruby Payne. The program is called *Getting Ahead*. • YMCA will provide opportunities for our sports teams to engage with other small schools in the community. Also, they will provide an instructor to work after school in the building teaching students on the Dame Ramsey model of personnel finance for teenagers. • IVY Tech will provide a professor on loan to teach a college course in the building to help students get acclimated to the rigor and expectations of a post secondary institution. We will also be sending several students to IVY Tech to take various courses on campus. • Dr. Kristi Sweeney of *Learning Worx* will be our turnaround partner and will serve in an administrative support capacity. She will help ensure the focus of the our instructional goals, the proper use of data, provide support for the leadership team and decision making, and will do research and provide feedback on various topics as well as help develop and implement a Strategic Plan for Rise Up Academy. Dr. Sweeney will visit RUA three days a month to advise and monitor progress of administration, leadership team, instructional coaches, and data manager. • Dr. Erin Cressy of *Catalyst Lead* will conduct professional development directed at cultural proficiency. Included in the PD will be the student engagement initiative, teacher self awareness, social awareness for the staff and in general, a community partner for

(g) Assessing the presence (minimum of one day per week the first year) in the school to monitor the implementation of the interventions by school administration, faculty, and staff as well as interactions with the selected service provider(s) to ensure the full implementation of supports.	enhancing the learning opportunities for the students at Rise Up Academy.

Indicators of LEA Commitment	Description of how this action was or will be completed
4. Modify LEA practices and policies to enable the school to implement the intervention model fully and effectively.	

The IDOE will assess the LEA's commitment to modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively by requiring the LEA to document a process which may include, but will not be limited to:
 	
(a) Identifying IDOE and/or LEA challenges that may slow or halt the school improvement implementation process;
 	
(b) Assessing, designing, and implementing a policy modification protocol that includes input that may include state and local education agency administrators, board members, and personnel; and
 	
(c) Developing an ongoing process to assess areas that may be considered for policy and process modification that include, but will not be limited to:
 	
(i) school administrator and staff hiring practices;
 	
(ii) school administrator and staff transfer procedures;
 	
(iii) school administrator and staff dismissal procedures;
 	
(iv) school administrator and staff evaluation procedures [predominately based (at least 51%) on school and student performance
	The NEA-SB teacher hiring process needs modification to place effective teachers with at-risk students at RUA. The principal should have the flexibility to place teachers in vacant positions based on abilities rather than the common practice of seniority. Discussion remains pending with district staff and the bargaining unit to facilitate appropriate staffing.
	
	Teacher re-hires will be determined by the State-approved performance evaluation criteria. Under-performing teachers will be given additional PD, if progress is not made teacher can be terminated or transferred. High-performing teachers will be eligible for monetary incentives based on the following criteria:
	
	State created Teacher Performance Evaluation (30%)
	    - Reviewed by principal.
	    - Reviewed quarterly.
	    - The state rubric will be used (training will be needed by the IDOE)
	
	Student Performance (15% split or 20%/10%)
	    - Based on Scantron (LA), Acuity (Math), Essay writing and evaluation created by staff English teachers and ECA
	    - Performance evaluated based on growth/progress/improvement
	
	Peer Review (20%)
	     - Based on implementations of feedback from the peer review process, 3 times per quarter.
	     - Reflection, teacher share, learning new strategies.
	
	Teacher Attendance (20%)
	    - NOT based on personal days, professional leave, or 4 sick/family illness days
	    - Participation in staff meetings and task-force committees taken into account (?)
	
	The incentive will be paid based on the percentage earned cumulatively in the above categories. For example if a teacher earns 80% for a total sum of the above categories, they would receive 80% of the incentive. Teachers receiving less than 80% will be assigned PD to improve in their areas of weakness.
	
	Additional five school days added to the beginning of the school year. The traditional

data]	school's first day is August 25, 2011. Rise Up Academy's first school day is August 18, 2011.
(v) school administrator and staff rewards for increased student achievement and/or graduation rate;	
(vi) school administrator and staff recruitment, placement and retention procedures ; and	
(vii) altering the traditional school day and/or calendar to include additional instructional and planning time.	

Indicators of LEA Commitment	Description of how this action was or will be completed
5. *Sustain the model after the funding period ends.*	

The IDOE will assess the LEA's commitment to sustain the reforms after the funding period ends by requiring the LEA to document a process that may include, but will not be limited to:	Dr. Kristi Sweeney of *Learning Worx* will be our turnaround partner and will serve in an administrative support capacity. She will help ensure the focus of the our instructional goals, the proper use of data, provide support for the leadership team and decision making, and will do research and provide feedback on various topics as well as help develop and implement a Strategic Plan for Rise Up Academy. Dr. Sweeney will visit RUA three days a month to advise and monitor progress of administration, leadership team, instructional coaches, and data manager.
(a) Developing school improvement planning processes that support sustainability of education reform protocol;	The addition of the position titles Data Analyst /Attendance Manager. This individual will look at and analyze data to be used by the staff to help inform targeted strategies for individual students. Performance Series Scantron test in the Language arts (3x per year,) Acuity (3x per year,) 8-step assessments (every three weeks,) and Algebra I and English 10 are data to desegregate and use consistently throughout the school year.
(b) Developing processes to assure effective training of school leadership staff to ensure the understanding and efficient implementation of interventions into operating flexibility of the school;	
(c) Developing processes to assure effective training of school staff to ensure the understanding and efficient implementation of interventions into the classroom curriculum and activities;	The addition of Instructional Coaches in the areas of Numeracy and Literacy will work closely with faculty and staff. These individuals will help teachers and staff analyzes the data and aid in incorporating this information into daily instruction as well as in the daily Success classes.
(d) Identifying alternative funding sources to sustain operational protocol that may require financial support;	Using the results from the ECA Algebra I and English 10, we will implement the 8-step model at the start of the 2011-2012 school year. Every student will be enrolled in 30 minutes of Success for Math and 30 minutes of Success for English the first hour of the school day. Based on the ECA data, students will be placed in an appropriate Success class for Math and English based on the 8 Step model. Students will be reassessed at the end of three weeks to determine if they have mastered the standards. From this data students will be placed in a different section of Success depending on their area of weakness.
(e) Identifying meaningful professional development for school leadership and staff that support short-term and long-term initiatives of educational improvement;	
(f) Demonstrating a commitment to the continuous development of teacher knowledge and skills to incorporate changes into their instruction as evidenced by an extensive action plan;	Dr. Stutzman from Bethel College will begin the teacher in-services by directing the staff to develop our school's mission in order to align with our needs and goals of improving literacy and numeracy through a rigorous curriculum and using data to monitor students' progress, remediation, and enrichment.
(g) Developing an evaluation system that measures short-term and long-term, multi-level implementation of interventions, as well as the measurement of effectiveness of supporting initiatives and policy;	

Attachment B: LEA Commitments Scoring Rubric

(1) The LEA has analyzed the needs of each school and has selected an intervention for each one.		
Exceptional **3 points**	**Adequate** **2 points**	**Inadequate** **1 point**
• *Full* completion of worksheets, "Analysis of Student and School Data" and "Self-Assessment of Practices of High-Poverty, High-Performing Schools" • *All* of the required data sources have been provided • *All* of the analysis (findings) from the data and the root cause analysis are logical • The alignment between the needs of the school and the model chosen is *specifically and conclusively* demonstrated as appropriate.	• *Some* completion of worksheets, "Analysis of Student and School Data" and "Self-Assessment of Practices of High-Poverty, High-Performing Schools" • *Some* of the required data sources have been provided • *Some* of the analysis (findings) from the data and the root cause analysis is accurate • A *general* alignment between the needs of the school and the model chosen is has been demonstrated	• *No* completion of worksheets, "Analysis of Student and School Data" and "Self-Assessment of Practices of High-Poverty, High-Performing Schools" • *Little to none* of the required data sources have been provided and/or the analysis (findings) is lacking or minimal • *Little or no* use of root cause analysis and/or causes are illogical and not based on data • The alignment of the school and its needs and the improvement model chosen is *lacking or minimal*.

(2) Recruit, screen, and select external providers, if applicable, to ensure their quality.		
Exceptional **3 points**	**Adequate** **2 points**	**Inadequate** **1point**

There is exceptional evidence of a process for recruiting, screening, and selecting an external provider. All of the decisive factors regarding the process for recruiting, screening and selecting an external provider are addressed and thoroughly explained. The LEA includes a comprehensive process for recruiting, screening and selecting an external provider to meet the needs identified.	There is adequate evidence of a process for recruiting, screening, and selecting an external provider. Most of the decisive factors regarding the process for recruiting, screening and selecting an external provider are addressed and adequately explained. Minor changes are needed to the LEA process for recruiting, screening and selecting an external provider to meet the needs identified.	There is inadequate evidence of a process for recruiting, screening, and selecting an external provider. Some or none of the decisive factors regarding the process for recruiting, screening and selecting an external provider are addressed and inadequately explained. The plan is not consistent with the final requirements and the process for recruiting, screening, and selecting an external provider does not meet the identified needs.

(3) Align other resources with the interventions.		
Exceptional 3 points	Adequate 2 points	Inadequate 1 point

There is exceptional evidence of a process for aligning resources with the selected model, interventions, and/or school improvement activities. All of the decisive factors regarding the process for aligning resources with the selected model, interventions, and/or school improvement activities are addressed and thoroughly explained. The LEA includes a comprehensive process for aligning resources with the selected model, interventions, and/or school improvement activities to meet the needs identified.	There is adequate evidence of a process for aligning resources with the selected model, interventions, and/or school improvement activities. Most of the decisive factors regarding the process for aligning resources with the selected model, interventions, and/or school improvement activities are addressed and adequately explained. Minor changes are needed to the LEA process for aligning resources with the selected model, interventions, and/or school improvement activities to meet the needs identified.	There is inadequate evidence of a process for aligning resources with the selected model, interventions, and/or school improvement activities. Some or none of the decisive factors regarding the process for aligning resources with the selected model, interventions, and/or school improvement activities are addressed and inadequately explained. The plan is not consistent with the final requirements and the process for aligning resources with the selected model, interventions, and/or school improvement activities does not meet the identified needs.

(4) Modify LEA practices or policies, if necessary, to enable it to implement the interventions fully and effectively.		
Exceptional 3 points	Adequate 2 points	Inadequate 1 point

There is exceptional evidence of a process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities. All of the decisive factors regarding the process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities are addressed and thoroughly explained. The LEA includes a comprehensive process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities to meet the needs identified.	There is adequate evidence of a process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities. Most of the decisive factors regarding the process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities are addressed and adequately explained. Minor changes are needed to the LEA process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities to meet the needs identified.	There is inadequate evidence of a process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities. Some or none of the decisive factors regarding the process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities are addressed and inadequately explained. The plan is not consistent with the final requirements and the process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities does not meet the identified needs.

(5) Sustain the reforms after the funding period ends.		
Exceptional **3 points**	**Adequate** **2 points**	**Inadequate** **1 point**

There is exceptional evidence of a process for sustaining reforms after the funding period ends. All of the decisive factors regarding the process for sustaining reforms after the funding period ends are addressed and thoroughly explained. The LEA includes a comprehensive process for sustaining reforms after the funding period ends to meet the needs identified.	There is adequate evidence of a process for sustaining reforms after the funding period ends. Most of the decisive factors regarding the process for sustaining reforms after the funding period ends are addressed and adequately explained. Minor changes are needed to the LEA process for sustaining reforms after the funding period ends to meet the needs identified.	There is inadequate evidence of a process for sustaining reforms after the funding period ends. Some or none of the decisive factors regarding the process for sustaining reforms after the funding period ends are addressed and inadequately explained. The plan is not consistent with the final requirements and the process for sustaining reforms after the funding period ends does not meet the identified needs.

RUA Budget 2011 – 2012
School Improvement Grant (1003g)

Budgets	Totals
2010 – 2011 Remaining - AHSI	$213,042.80
AHSI Remaining	$243,362.66
2011 – 2012 Budget	$712,276.00
Proposed 2011 – 2012 Budget	~$830,385.00
Total – AHSI	**$925,318.80**

Supplies	Cost
Deep Freeze	$3,600
Ghost Liscensing	$1,008
Office Suite 2007 for PC	$7,340
Kasperski Antivirus	$1,152
Read 180 Support	$
Total	**$13,100**

Equipment and Technology	Unit Cost	Total Cost
6 32" Flat Screen TV	$540	$3,240 (111,116,113,112,109,&110)
6 TV Mounting Kits	$182	$1,092
6 DVD/VCR	$100	$600
6 DVD/VCR Mounting Kits	$85	$510
9 Promethean Whiteboard Projector and Arm	$3600	$32,400
9 Wiring Kit for Promethean Boards and Peripherals	$500	$4500
4 Epson Projectors	$500	$2000
4 Projector Mounting Kits	$100	$400
1 Cannon PowerShot SX130 IS Digital Camera"	$370	$370
72 Dell Optiplex 380 computers with 17" monitors	$670	$62,847.68
3 Dell Optiplex 380S Computer with 19' Monitor	$1900	$5700
Podium	$400	$400
	Equipment & Technology	**$114,059**
	Supplies	**$13,100**
	Grand Total	**$127,159 ($140,000)**

Travel	Cost
Travel Expenses for in and out of state conferences and workshops	$10,000
Total	**$10,000**

Personnelo	Cost
35 Additional 5 Days added to school year	$35,000
Teacher Incentive	$65,000
2 Curriculum Instructors (Math & English)	$180,000
1 Data/Attendance Coach ($15-$20/hour)	$55,000
2 Instructional Aids	$90,000
23 Professional Growth Plan ($2,000 each)	$46,000
Total	**$471,000**

Contracted Services	Cost
Innovative Techniques – Shaunette Parker	$40,000
Learning Worx - Kristie Sweeney	$50,000
Robinson Community Learning Center	$4,000
Arch Angels	$5,000
YMCA	$2,000
Ivy Tech	$10,000
Catalyst Lead	$8,000
Performance Series Scantron	$7,885
School Bus Transportation	$40,000
Hoosier Writing Project	$8,000
Burkhart Marketing	$6,500
Total	**$181,385**

Other Services	Cost
Teacher Innovation Mini Grants	$5,000
Professional Development Stipends	$12,000
ECA Test Incentives	$5,000
Faculty Retreats	$6,000
Total	**$28,000**